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ABSTRACT

This book offers preservice and inservice teachers an examination of ethics and a number of philosophies on how to teach morality. It discusses he extent to which teaching is intertwined with moral issues and explores the fundamental concepts of morality and virtue. It also explores the various and occasionally conflicting viewpoints on moral development and moral education and looks at how each morality should be taught. Each chapter is divided into a section which discusses classroom situations, a section which probes beliefs and assumptions behind universities' moral policies, and a section which offers classical and contemporary writing supporting each chapter's topic. There are nine chapters in four parts. Part 1, "Introduction," features (1) "Overview of the Book" and (2) "School: A Moral Thicket." Part 2, "The Moral as a Concept," includes (3) "The Grammar of Morality" and (4) "The Nature and Sources of Moral Judgements." Part 3, "The Content of Morality," includes (5) "The Good at School: A 'Swarm of Virtues?'"; (6) "The Accountability of Teachers and Administrators"; and (7) "When Values Collide." Part 4, "The Pedagogy of Moral Education," includes (8) "Pedagogical Preferences and Their Sources" and (9) "Forging a Moral Identity." (Contains 174 references.) (SM)

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